BTEC Assignment Brief

Qualification	Pearson International Level 3 Subsidiary Diploma in Music Pearson International Level 3 Foundation Diploma in Music Pearson International Level 3 Diploma in Music Pearson International Level 3 Extended Diploma in Music
Assessment unit number and title	Unit A2: Creating Musical Material
Assessment objectives	1. Demonstrate an understanding of music sequencing techniques when developing musical material in response to a brief. 2. Apply creative processes when developing musical material. 3. Apply musical creation skills and sequencing techniques in response to a brief.
Assignment title	Fusions
Assessor	
Issue date	
Hand in deadline	

Vocational Scenario or Context	A local theatre is presenting a dance show called *Fusions* which will feature a range of performances that merge and blend two different dance styles. You have been asked to submit musical material to the choreographer that could be used in the show. To keep with the theme, it is important that the material you submit also fuses together two different musical styles. Your material must be created using a DAW and can use both software and live instruments/voices. There will also be a pre-exhibition talk where the choreographers and musicians will describe their creative processes and discuss how they developed their work.
Task 1	Create a piece of music that fuses two different musical styles lasting 3-5 minutes. The styles you select could be from any genre of music such as classical, world, jazz, pop/rock, EDM etc. The piece you create should also feature at least one contrasting section. Your music could be completely original, an arrangement of an existing piece, or may incorporate given or recorded audio stems. However you choose to proceed, it is vital that you use musical elements creatively within your piece. You must also ensure that you apply technical sequencing skills creatively to develop music that is fully appropriate for the given brief. You should pay particular attention to the functions and capabilities of the DAW in terms of both MIDI and Audio sequencing. It is vital that your final mix is of a high standard.

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	You should log your creative process throughout the creation of your final piece, to enable you to complete the project log for Task 2.
Checklist of evidence required	• Final DAW Project presented in an appropriate format
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria:
A2.P2	Learners demonstrate some ability to capably use musical elements when developing musical material.
A2.M2	Learners demonstrate a proficient ability to use musical elements, with some creativity, when developing musical material.
A2.D2	Learners demonstrate a proficient and fluent ability to use musical elements creatively when developing musical material.
A2.P3	Learners demonstrate a capable application of technical sequencing skills to create music for the given brief.
A2.M3	Learners demonstrate a secure application of technical sequencing skills to create music for the given brief.
A2.D3	Learners demonstrate a fluent application of technical sequencing skills to create music for the given brief.
Task 2	You must prepare and submit a log discussing your creative process, showing how you developed your DAW project from initial ideas to final outcome. The log should document the various processes and techniques you employed to develop and refine your final project. You should discuss the key musical and technical DAW techniques you have used that display your creativity and musicality, giving a rationale for why you used them and referring to examples from within your project.
Checklist of evidence required	• Your process log which you should present in an appropriate format such as annotated visual content/screenshots, screen recordings with commentary or a video presentation.
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria:
A2.P1	Learners give an account of their creative processes and the use of technical sequencing skills used in the development of musical material, with some reference to examples.
A2.M1	Learners give a detailed account of their creative processes and the use of technical sequencing skills used in relation to the refinement of musical material, with reference to relevant examples.
A2.D1	Learners critically comment on their creative processes and the use of technical sequencing skills used in the refinement of musical material, with reference to pertinent examples.

Sources of information to support you with this Assignment	Roads, C. *Composing Electronic Music*, Oxford University Press (2015) Discusses electronic composition covering key concepts, theories and vocabulary. Ventura, D. *Understanding Pop Music*, Rhinegold Education, (2012)

	Tells the story of pop from 1950 to today through a study of the key themes of style, performers and instruments. Practical analysis of hit songs aids understanding of the numerous elements that characterise pop music styles. www.soundonsound.com www.musictech.net http://www.synthtopia.com/